

INNOVATE INTEGRATE MOTIVATE

- Introduction of Presenters
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GRADUATION:
The Measure of Tomorrow

75InnovateIntegrateMotivateBPutnam
65TH CONFERENCE ON EXCEPTIONAL CHILDREN

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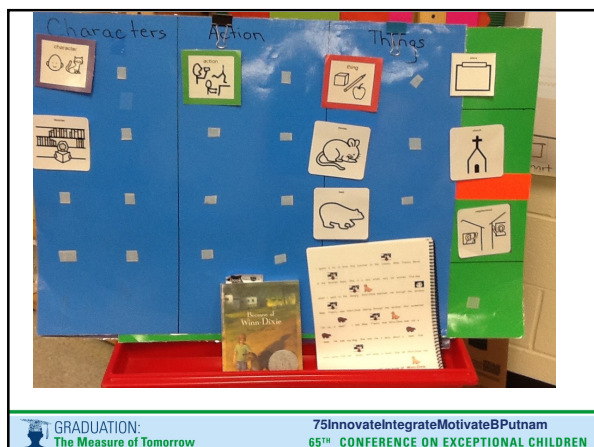
Weekly Lesson Plan in Action
Lesson Plan Components

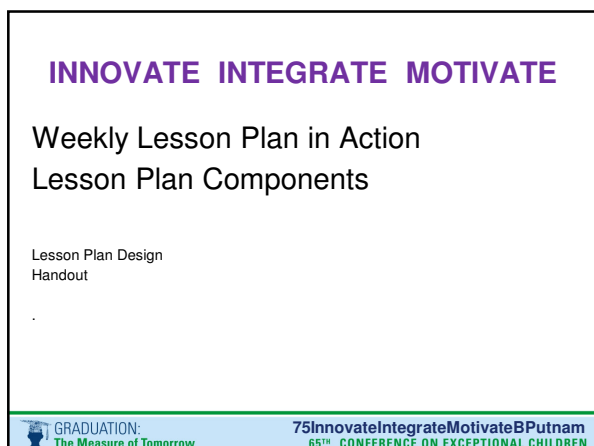
- Anticipatory Set
- Flashcards
- Adapted Text Websites
- <http://access.uncp.edu/parent-teacher-and-educator-resources/assorted-general-curriculum-projects-adapted-texts>
- <http://www.ric.edu/sherlockcenter/wwslist.html>

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Weekly Lesson Plan in Action
Lesson Plan Components

Differentiation in questioning, student responses, and identification of vocabulary through coteaching

Insert Video

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Weekly Lesson Plan in Action
Lesson Plan Components

Assistive technologies: Go Talks, Big Mac, 4 Switch, Dual Switch, I pads with communication apps, verbalizations, and signing

Technology use: High Tech (SMART Boards, I pads, GoTalks, etc)
Low Tech (PEC systems, response boards, visual displays)

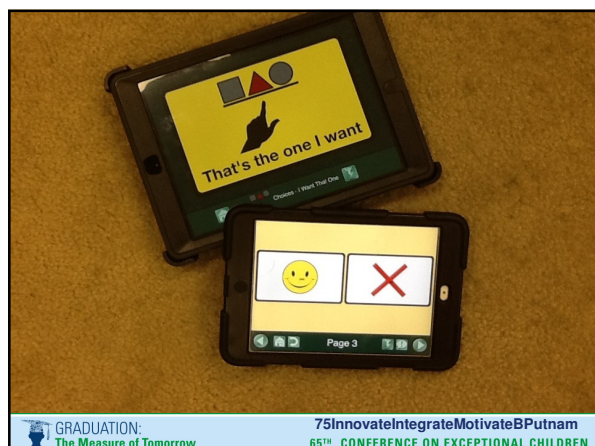
Insert Video

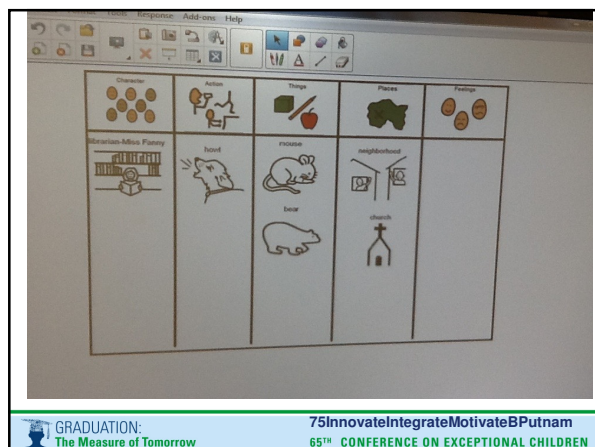
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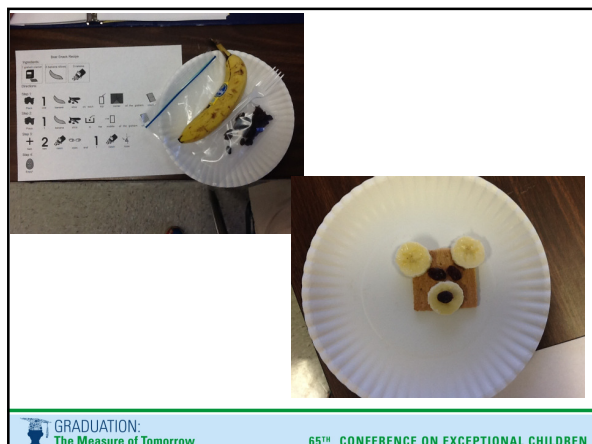
Weekly Lesson Plan in Action

Lesson Plan Components

Consistency in the daily literacy routine from week to week while changing the content and continually raising expectations for students.

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Weekly Lesson Plan in Action Lesson Plan Components

Discussions that demonstrate coteaching between exceptional childrens teacher and speech language pathologist while paraeducators support individual students and take data

Insert videos

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Weekly Lesson Plan in Action Lesson Plan Components

Hierarchy of prompting: how it is utilized while promoting different forms of communication and how data is recorded for each student during group instruction

Insert video



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Weekly Lesson Plan in Action
Lesson Plan Components

Skills are aligned with the Extensions of the NC Common core objective

Handout on Extensions

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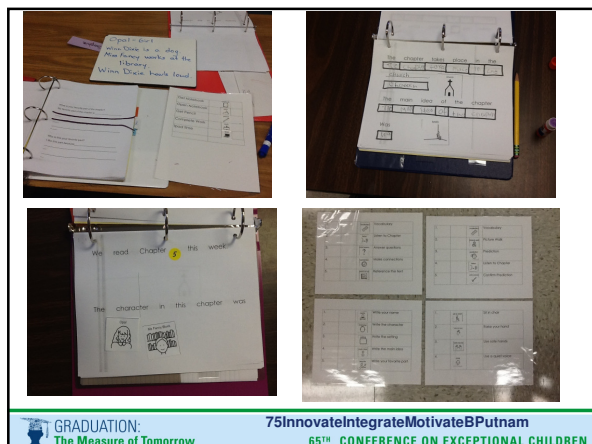
Application of Hands on Materials

Differentiation of book reports
Data sheets
Research projects
Quizzes
Rubrics used to self assess

Insert video

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Research

How did we develop this model

- » "education.odu.edu/esse/research/series/routines.shtml"
- » Series on Highly Effective Practices-Classroom Routines
- » Saunders, A. F., Spooner, F., Browder, D., Wakeman, S., & Lee, A. (2013). Teaching the Common Core in English Language Arts to Students with Severe Disabilities. *Teaching Exceptional Children*, 46(1), 22-33.
- » Schlosser, R. W., McGhie, Richmond, D., Blackstien-Adler, S., Mirenda, P., Antonius, K., & Janzen, P. (2000). Training a school team to integrate technology meaningfully into the curriculum: Effects on student participation. *Journal of Special Education Technology*, 15, 50-67.
- » Browder, D. M., Mims, P. J., Spooner, F., Ahgrim-Dezell, L., & Lee, A. (2008). Teaching elementary students with multiple disabilities to participate in shared stories. *Research & Practice For Persons With Severe Disabilities*, 33, 3-12.
- » Roach, A. T., & Elliot, S. N. (2006). The Influences of access to general education curriculum on alternate assessment performance of students with significant cognitive disabilities. *Educational Evaluation and Policy Analysis*, 28, 181-194.

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- [Brainstorming Activity](#)
- [How would you use this in your classroom setting](#)

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For more information

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